**EDC586: Problems in Education - Teaching and Learning with Digital Technologies**

**Scoring Guides for Summer Institute in Digital Literacy 2013**

**Your name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **Project-Based Inquiry Plan** |  |
| **Pre-Production Plan** | **/20 points** |
| **Innovative Instructional Plan** | **/70 points** |
| **Product - Supports Teaching** | **/25 points** |
| **Product – Student Artifact** | **/20 points** |
| **Post-Production Reflection** | **/20 points** |
| **Cool Tools Review & Application Plan** | **/20 points** |
| **7 Question Post-Institute Reflection** | **/50 points** |
| **TOTAL** | **/225 points** |

**Pre-Production Plan Template**

This production plan is designed to help the reader/viewer visualize your project before you create it. Use the questions below to help you plan in ways that align aspects of critical thinking with broad categories of inquiry focusing on authors, audiences, messages, language, values, and representation.

1. Who are the members of your **authorship team**?
2. What is your **purpose**? (e.g., informative, entertaining, persuasive)
3. Who is your specific **target audience**?
4. What **genre or type of message** do you wish to share with others?
5. What is the **key content** of your message?
6. What **values** will be communicated through image, language, and sound?
7. What **creative techniques** will you use to attract and hold audience attention?

Please note: As you work with digital media texts created by others, these questions are also useful in supporting readers to think critically about how media messages are constructed and how they play a role in people’s understanding of reality.

**Scoring Guide for Your Pre-Production Plan (20 points)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Element** | **Possible Points** | **Points**  **Earned** | **Comments** |
| Identified authorship team | 2 |  |  |
| Articulated purpose | 2 |  |  |
| Identified target audience | 2 |  |  |
| Identified genre or message type | 2 |  |  |
| Outlined key content | 4 |  |  |
| Articulated values communicated in your message | 4 |  |  |
| Articulated creative techniques (and examples) used to hold attention | 4 |  |  |
| TOTAL POINTS | 20 |  |  |

**Drafting Your Digital Literacy Instructional Plan**  
Use the elements below to draft the beginning of your digital literacy plan.  
  
YOUR NAMES:

Learners:  
Self:  
Context:  
Community:

**PURPOSE**  
(Learning Objectives)  
  
Standards

**Use your purpose, content, and pedagogical strategies to inform the design of your**  
**TASK/ACTIVITY** (includes compelling question and possible scenario):

**CONTENT**  
  
Topics:  
  
Texts:

**PEDAGOGY**  
  
Instructional Strategies:  
  
Tools:

**ASSESSMENT**  
  
Work Products  
  
How Measure?

**Scoring Guide for Your Digital Literacy Instructional Plan (70 points)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Element** | **Possible Points** | **Points**  **Earned** | **Comments** |
| **Contextual Overview (8 points)** |  |  |  |
| Learners described clearly | 2 |  |  |
| Your values & priorities defined | 2 |  |  |
| Context of lesson identified | 2 |  |  |
| Larger community identified | 2 |  |  |
| **Purpose (12 points)** |  |  |  |
| Learning objectives clear, appropriate, and measurable | 6 |  |  |
| Linked to appropriate standards | 6 |  |  |
| **Task/Activity/Scenario (10 pts)** |  |  |  |
| Identifies compelling question (and any sub-questions) that shapes the lesson(s) | 5 |  |  |
| Clearly articulates project-based inquiry task/prompt that contextualizes how learners will engage with compelling question | 5 |  |  |
| **Content (12 points)** |  |  |  |
| Identifies range of **topics** covered by lesson(s) | 6 |  |  |
| Lists all texts and digital media (with sources) included in lesson(s) | 6 |  |  |
| **Pedagogy (16 points)** |  |  |  |
| Outlines sequence of **procedures** and **instructional strategies** used to teach content and processes required to complete lesson(s) | 8 |  |  |
| Identifies range of **digital tools and resources** teachers and students might engage with to conduct/complete the lesson | 8 |  |  |
| **Assessment (12 points)** |  |  |  |
| Clearly states in narrative how learning objectives will be evaluated | 6 |  |  |
| Clearly describes nature of work products (teaching products and learning products) | 6 |  |  |
| **TOTAL** | 70 |  |  |

**Scoring Guide for Your Two Products**

**Product 1: Sample Digital Product Used For Teaching Lesson (25 points)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Element** | **Possible Points** | **Points**  **Earned** | **Comments** |
| **CONTENT** |  |  |  |
| Product includes evidence of intentional use of technology to enhance learning | 5 |  |  |
| Product includes evidence of connections to rigorous standards and high-level thinking | 5 |  |  |
| **PROCESS** |  |  |  |
| Ideas are framed in a clear and relevant message inspired by a compelling question | 5 |  |  |
| Ideas illustrate creative use of multimedia elements including text, voice, sounds, and images | 5 |  |  |
| Product includes explanation of each author’s contributions | 5 |  |  |
| **TOTAL** | **25** |  |  |

**Product 2: Sample Artifact of Student Learning (20 points)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Element** | **Possible Points** | **Points**  **Earned** | **Comments** |
| **CONTENT** |  |  |  |
| Product includes evidence that student engaged in challenging cognitive interactive task(s) shaped by a compelling question | 5 |  |  |
| Product includes evidence that student developed substantial content and concepts | 5 |  |  |
| **PROCESS** |  |  |  |
| Ideas are framed in a clear and relevant response inspired by a compelling question | 5 |  |  |
| Ideas illustrates creative use of multimedia elements including text, voice, sounds, and images | 5 |  |  |
| **TOTAL** | **20** |  |  |

**Scoring Guide for Post-Production Reflection (16 points)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Element** | **Possible**  **Points** | **Partner #1** | **Partner #2** | **Comments** |
| Clear and brief description of the creative process used to design lesson(s) | 4 | /2 | /2 |  |
| Evidence that each partner actively contributed to project design & creation of digital products | 4 | /2 | /2 |  |
| Thoughtful reflection of what each partner learned | 4 | /2 | /2 |  |
| Clear description of how each partner will implement this project (or some part) in working with own students | 4 | /2 | /2 |  |
| **TOTAL** | **16** | **/8** | **/8** |  |

**Scoring Guide for Cool Tools Review and Application Plan (20 points)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Cool Tool Review (10 points)** | **Possible Points** | **Actual Points** | **Comments** |
| Features | 3 |  |  |
| Specific Purpose | 2 |  |  |
| Affordances of tool to accomplish purpose | 3 |  |  |
| Constraints of tool to accomplish purpose | 2 |  |  |
| **Cool Tool Application Plan (10 points)** | **Possible Points** | **Actual Points** | **Comments** |
| Context | 2 |  |  |
| Task/Scenario | 2 |  |  |
| Content | 2 |  |  |
| Pedagogy | 2 |  |  |
| Assessment | 2 |  |  |
| **TOTAL** | **20** |  |  |

**Scoring Guide for Seven Question Post-Reflection Assignment (50 points)**

**1 pt:** Response provides*minimal* insight, understanding and reflective thought about the topic and viewpoint lacks supporting examples and connections to readings/institute experiences. Several grammatical/spelling errors.

**2-3 pts:** Response provides*moderate* insight, understanding and reflective thought about the topic and a specific viewpoint is substantiated with supporting examples and connections to readings/institute experiences, when appropriate. Very few grammatical/spelling errors.

**5 pts:** Response provides*comprehensive* insight, understanding and reflective thought about the topic (by building an argument or posing thoughtful questions) and a cohesive viewpoint is substantiated and extended with specific supporting examples and connections to readings/institute experiences, when appropriate. No grammatical/spelling errors.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **1 point** | **2-3 points** | **4-5 points** |
| 1. New insights about digital literacy |  |  |  |
| 2. Personal perspective of digital literacy |  |  |  |
| 3. How affect academic content? |  |  |  |
| 4. How affect teaching practices? |  |  |  |
| 5. Concerns and promising practices |  |  |  |
| 6A. Key Insights – Dig Literacies in Context |  |  |  |
| 6B. Key Insights - Generating Questions |  |  |  |
| 6C. Key Insights – Instructional Strategies |  |  |  |
| 6D. Key Insights – Next Steps |  |  |  |
| 7. How leverage your remaining questions? |  |  |  |